

Curriculum Matching Notes
The NSW K-6 Creative Arts Syllabus

Matching the NSW K-6 Creative Arts Syllabus with The Fun Music Company curriculum program.



The Fun Music Company curriculum program was developed through a detailed analysis of the Australian National Curriculum and the various state-based curricula including the NSW creative arts syllabus, and so therefore it covers this curriculum almost perfectly.

Here is how the overall structure of the Creative Arts Syllabus is mapped to the three main units of the Fun Music Company curriculum program:

Performing	➔	SING & PLAY
Organising Sound	➔	COMPOSE
Listening	➔	CONNECT

The Fun Music Company curriculum also contains a fourth unit *AURAL* - which is designed to support and provide additional learning for all three of these areas.

Some particular points to note regarding this curriculum:

- 1) The change between the requirements of MUS2.1 and MUS3.1 is the addition of the words “individually and in groups”. This is easily accommodated in the Fun Music Company *SING & PLAY* units through the use of more individual assessments in Grades 5 and 6. Students can be assessed with the various templates and rubrics provided.
- 2) MUS3.3 compared with MUS2.3 adds the words “and discusses own work”. This is handled by the use of discussion and reflection questions at the end of the *COMPOSE* unit of work. Teachers in NSW teaching this curriculum should pay extra attention to lesson 10 of *COMPOSE* to make sure they are covering this requirement, and may choose to add extra discussion questions during the course of the *COMPOSE* lessons.
- 3) The content description “Students will learn about musical concepts by responding to music through performing and organising sound activities and identifying features of this music” is the most difficult to apply a direct activity to, as students are doing this through all aspects of good music education. We have matched this requirement to *AURAL* as we believe that is effectively what Aural training is: responding to music and identifying features of the music, and therefore learning about musical concepts. This requirement could equally apply to other units as well.

Curriculum Links: NSW Creative Arts K-6 Syllabus Early Stage 1 - Kindergarten

NSW Creative Arts K-6 Syllabus Early Stage 1 Outcome statements

Matching Fun Music Company content Kindergarten

MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.



SING & PLAY

There are lots of singing, playing and moving activities throughout the songs in the *SING & PLAY* unit.

MUES1.2 Creates own rhymes, games, songs and simple compositions.



COMPOSE

Students create their own rhymes, games and simple compositions in the *COMPOSE* unit. Students explore sound and silence, pitch and rhythm plus create soundscapes of animal sounds and use original ideas to create a soundscape for a story.

MUES1.4 Listens to and responds to music.



CONNECT

Students listen and respond to music in a variety of ways in the *CONNECT* unit. Students are encouraged to draw pictures in response to the music and colour a sun for each piece they listen to, to describe their enjoyment of the music.

Content descriptions

Students in Early Stage 1 will learn to:

- perform music through singing, playing and moving to simple songs and speech rhymes



SING & PLAY

Students perform music through learning the simple songs in the *SING & PLAY* unit.

- organise sound by creating simple songs, rhymes, games and compositions or variations on simple songs, rhymes, games and compositions



COMPOSE

Students organise sound and silence, dynamics and pitch through fun classroom games, and turn this into their own compositions in the *COMPOSE* unit.

- listen to, and respond to, a variety of music



CONNECT

Students listen and respond to music in the *CONNECT* unit by completing simple worksheets that require them to draw a picture in response to an aspect of the music.

Content descriptions

Learn about musical concepts:

- through recognising simple musical features of the music they perform



SING & PLAY

Students learn about pitch as they sing. They learn about rhythm as they learn to play the untuned and tuned percussion instruments.

- by organising sound through listening, imitation and experimentation



COMPOSE

Students learn about the musical concepts of sound and silence, pitch, dynamics and harmony through experimentation in the *COMPOSE* unit.

- by responding to music through performing and organising sound activities and identifying simple features of this music



AURAL

Students respond to music by participating in a variety of aural training games in the *AURAL* unit.

Learn about the role of music in the world by:

- recognising that music is all around them



CONNECT

Students learn about a variety of musical styles in the *CONNECT* unit, and recognise that music is all around them through exposure to music from different sources.

Curriculum Links: NSW Creative Arts K-6 Syllabus Stage 1 - Grade 1

*NSW Creative Arts K-6 Syllabus
Stage 1*
Outcome statements

*Matching Fun Music Company content
Grade 1*

SING & PLAY

Performing

MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.



Students sing, play and move to a wide variety of music in the four folk song arrangements of the *SING & PLAY* unit.

Students sing in echo and in unison, they move to the music in BINGO, and they demonstrate awareness of musical concepts through the variety of time signatures and tempi of the songs.

COMPOSE

Organising sound

MUS1.2 Explores, creates, selects and organises sound in simple structures.



Students are exploring, creating, selecting and organising sound throughout the ten lessons of the COMPOSE unit.

For example, in lesson one students **explore** animal sounds, and in lesson two they **create** animal sounds using an instrument, and in lesson three they **organise** those sounds into a simple structure for a piece of music.

COMPOSE

MUS1.3 Uses symbol systems to represent sounds.



In the COMPOSE unit students will develop symbol systems to represent sounds.

For example, in lesson seven students will create musical sounds to represent different ways of moving, and then notate them on the worksheet provided.

CONNECT

Listening

MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.



In this grade students will have a worksheet for each of the CONNECT lessons, where they will respond to a range of different music.

After answering some simple questions students will also be asked to colour in a picture of a sun and write a few words to describe the music, which encourages them to express likes and dislikes and reasons for those choices.

Content descriptions

Students in Stage 1 will learn to:

- perform a variety of music through singing, playing and moving



SING & PLAY

Students perform a variety of music through the arrangements in the *SING & PLAY* unit.

- organise sound through imitation and experimentation, and represent this work using symbols



COMPOSE

Students organise sound through experimentation in the *COMPOSE* unit, and develop their own symbol systems to notate their musical ideas.

- listen to, and respond to, a variety of music



CONNECT

Students listen to and respond to a variety of music in the *CONNECT* unit.

Learn about musical concepts:

- through recognising musical features of the music they perform



SING & PLAY

All the arrangements included in the *SING & PLAY* unit include sheet music displayed on the screen, so that students can discover and recognise musical features of the music they perform.

- by organising sound through listening, performing and notating using a symbol system



COMPOSE

Students organise sound throughout the lessons of the *COMPOSE* unit, and conclude the unit by performing their own composition which they have notated.

- by responding to music through performing and organising sound activities and identifying simple features of this music



AURAL

In the *AURAL* unit students will listen and respond to the sound patterns and identify features of pitch, rhythm and dynamics.

Learn about the role of music in the world by:

- understanding the different ways music is used and appreciated in the world



CONNECT

Students will explore music from a variety of cultures in the *CONNECT* unit and begin to understand how music is used and appreciated in the world.

Curriculum Links: NSW Creative Arts K-6 Syllabus Stage 1 - Grade 2

*NSW Creative Arts K-6 Syllabus
Stage 1*
Outcome statements

*Matching Fun Music Company content
Grade 2*

SING & PLAY

Performing

MUS1.1 Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.



Students sing, play and moves to a wide variety of music in the four folk song arrangements of the *SING & PLAY* unit.

Students **sing** in echo and in unison, they move in games like in “Charlie over the ocean” and dance in “La Cucaracha”.

They demonstrate an awareness of musical concepts by reading rhythms, pitches and dynamics as they play.

COMPOSE

Organising sound

MUS1.2 Explores, creates, selects and organises sound in simple structures.



Students are exploring, creating, selecting and organising sound throughout the ten lessons of the *COMPOSE* unit.

For example, in lesson two they are exploring and creating as they improvise melodic ideas using three notes.

In lesson four they are selecting and organising musical sounds into a composition.

COMPOSE

MUS1.3 Uses symbol systems to represent sounds.



In this grade students begin creating their own symbol systems to represent sounds.

For example, in lesson five students create an accompaniment to a given poem and notate their music with a symbol system.

CONNECT

Listening

MUS1.4 Responds to a range of music, expressing likes and dislikes and the reasons for these choices.



In the *CONNECT* Unit students will discover a range of music, and are encouraged to express likes and dislikes and the reasons for those choices using the discussion questions provided.

For example, in lesson two, after watching a video of a concert, students discuss the question “Do you think the audience in this performance enjoyed the concert? Why, or why not?”

Content descriptions

Students in Stage 1 will learn to:

- perform a variety of music through singing, playing and moving



SING & PLAY

Students perform a variety of music through the arrangements in the *SING & PLAY* unit.

- organise sound through imitation and experimentation, and represent this work using symbols



COMPOSE

Students organise sound through improvisation, imitation and experimentation and notate their work in the *COMPOSE* unit.

- listen to, and respond to, a variety of music



CONNECT

Students listen to and respond to a variety of music in the *CONNECT* unit.

Learn about musical concepts:

- through recognising musical features of the music they perform



SING & PLAY

By using sheet music always displayed on the screen, students are encouraged to recognise musical features of the music they perform.

- by organising sound through listening, performing and notating using a symbol system



COMPOSE

Students organise sound in the *COMPOSE* unit, and will work towards a performance in lesson ten of a piece they have composed and notated.

- by responding to music through performing and organising sound activities and identifying simple features of this music



AURAL

In the *AURAL* unit students discover musical aspects of pitch, rhythm, melody, harmony, dynamics and articulation.

Learn about the role of music in the world by:

- understanding the different ways music is used and appreciated in the world



CONNECT

In the *CONNECT* unit students will discover music from different cultures, and discuss how music is used and appreciated in the world.

Curriculum Links: NSW Creative Arts K-6 Syllabus Grades 3 and 4

NSW Creative Arts K-6 Syllabus - Stage 2

Matching Fun Music Company content Grades 3 and 4

Outcome statements

MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.



SING & PLAY

The four complete folk song arrangements in the *SING & PLAY* unit of each grade level give students plenty of opportunity to sing, play and move to the music and build their awareness of musical concepts.

MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices.



COMPOSE

Grade 3 begins with organising sound, in the form of body percussion in Grade 3, and students are encouraged to explain reasons for choices. Students begin improvisation at Lesson 5, and this continues in Grade 4.

MUS2.3 Uses commonly understood symbols to represent own work.

MUS2.3 is covered by the use of 'stick notation' - a commonly understood symbol to represent their own work in notating small musical phrases.

MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire.



CONNECT

SING & PLAY

Students identify musical concepts in a range of repertoire through the *CONNECT* unit. They become more familiar with musical symbols through the music they work with in the *SING & PLAY* unit.

Content descriptions

Students in Stage 2 will learn to:

- perform a variety of music through singing, playing and moving, demonstrating an understanding of the music



SING & PLAY

The students will perform a variety of music in the *SING & PLAY* unit covering all of these aspects.

- improvise, experiment, select and combine musical ideas to form simple musical structures and notate these ideas using commonly understood symbols



COMPOSE

Students improvise, experiment, select and combine in the *COMPOSE* activities in this module.

- listen to, and appreciate, a range of repertoire showing some understanding of musical concepts



CONNECT

Students listen to and appreciate a wide variety of repertoire through the *CONNECT* part of the Fun Music Company curriculum.

Content descriptions

Learn about musical concepts:

- through recognising musical features of the music they perform



SING & PLAY

Students are given musical notation for every aspect of the *SING & PLAY* unit, and various activities provide opportunities for the students to recognise musical features of this music.

- by organising sound, listening, performing and representing these ideas in traditional and non-traditional notation



COMPOSE

Students organise sound, and present their performances of their compositions in the *COMPOSE* unit.

- by responding to music through performing and organising sound activities and identifying features of this music



AURAL

Students respond to music in the *AURAL* unit, and have to identify musical elements such as pitch, rhythm, dynamics and articulation.

Learn about the role of music in the world by:

- understanding and appreciating the roles people play in music (performer, composer, listener) and that these people make conscious decisions about what they do



CONNECT

Through working with the *CONNECT* unit, students will gain an understanding and appreciation of the roles people play in music, and an understanding of how and why people make music.

Curriculum Links: NSW Creative Arts K-6 Syllabus Grade 5 and 6

NSW Creative Arts K-6 Syllabus - Stage 3

Matching Fun Music Company content
Grades 5 and 6

Outcome Statements

SING & PLAY

MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts.



The four complete folk song arrangements in the *SING & PLAY* unit of each grade level give students plenty of opportunity to sing, play and move to the music and build their awareness of musical concepts.

At this level more individual assessment is added, meeting the addition of 'individually and in groups' which has been added to the curriculum requirement at this Stage.

COMPOSE

MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts.



Both Grades 5 and 6 feature improvisation and experimentation with those improvisations. Selection, combining and ordering activities are also included through the use of technology.

MUS3.3 Notates and discusses own work and the work of others.

Students notate their work and discuss their own work as they present it to the class through the provided reflection questions.

AURAL

CONNECT

MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles.



Students identify musical concepts in a range of repertoire through the *CONNECT* unit. They become more familiar with musical symbols through the music they work with in the *SING & PLAY* and *AURAL* units.

Content Descriptions

Students in Stage 3 will learn to:

- perform music through singing, playing and moving to a variety of music, both individually and in groups



SING & PLAY

The students will perform a variety of music in the *SING & PLAY* module covering all of these aspects, both individually and in groups.

- organise musical ideas to vary known repertoire, to create new work and to notate as a means of recording and communicating musical ideas



COMPOSE

Students improvise, experiment, select and combine in the *COMPOSE* activities in this module.

Students in Stage 3 will learn to:

- listen to and appreciate a variety of repertoire demonstrating an understanding of musical concepts



CONNECT

Students listen to and appreciate a wide variety of repertoire through the *CONNECT* part of the Fun Music Company curriculum.

Content Descriptions

Students in Stage 3 will learn about musical concepts:

- through recognising musical features of the music they perform



SING & PLAY

Students are given musical notation for every aspect of the *SING & PLAY* unit, and various activities provide opportunities for the students to recognise musical features of this music.

- by organising sound, listening and performing, and by exploring the relationship between musical symbols and sound



COMPOSE

Students organise sound and present their performances of their compositions in the *COMPOSE* Unit.

- by responding to music through performing and organising sound activities and identifying features of this music



AURAL

Students respond to music in the *AURAL* unit and have to identify musical elements such as pitch, rhythm, dynamics and articulation.

Students in Stage 3 will learn about the role of music in the world by:

- understanding, appreciating and evaluating their own work and the work of others
- understanding the variety of situations in which music occurs and the function it plays in these situations



CONNECT

Through working with the *CONNECT* unit, students will gain an understanding and appreciation of the roles people play in music, and an understanding of how and why people make music.
